

# SCHOOL AND COMMUNITY

VOL. XXIV No. 6

SEPTEMBER, 1938

Missouri State  
Teachers Association  
Columbia, Mo.

AND NOT  
"UNWILLINGLY  
TO SCHOOL"

Photo by  
Harold M. Lambert



# SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers Association

Send all contributions to the editor.

THOS. J. WALKER, Editor and Manager; INKS FRANKLIN, Associate Editor

Vol. XXIV

SEPTEMBER, 1938.

No. 6

Published monthly, except June, July and August, at Columbia, Mo., by the Missouri State Teachers Association as per Article VI, Section 6 of the Constitution of the M. S. T. A., under the direction of the Executive Committee.

Entered as Second-Class matter, October 29, 1915, at the Postoffice at Columbia, Missouri, under Act of March 3, 1879. Acceptance for mailing at special rate provided for in Section 1103, Act of Oct. 3, 1917, authorized May 17, 1921.

Annual membership dues \$2.00, \$1.00 of which is to cover cost of School and Community. Subscription to non-members, \$2.00 a year.

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If 28 years of age the cost will be \$5.88.
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If 31 years of age the cost will be \$5.95.
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If 34 years of age the cost will be \$6.15.
If 35 years of age the cost will be \$6.26.
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Teachers under 60 years of age and above 45 may also apply for insurance at attractive rates.

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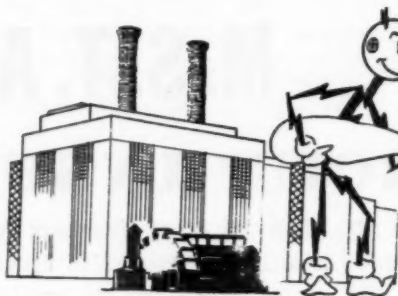
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Address

City  State

Amount I wish to borrow \$  Amount of Salary \$



# SCHOOL AND COMMUNITY



Vol. XXIV

No. 6

Thos. J. Walker,  
Editor and ManagerSeptember,  
1938Inks Franklin,  
Associate Editor

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## HUNTING IN AUTUMN

by  
J. Ottis Adams



In the foreground we find a weedy cornfield with its shocks of corn and a few dwarfed pumpkins. At the left is a tangle of shrubs and bushes out of which grows a spreading willow. At the right the misty valley appears with the water glistening here and there. The sun is high in the heavens above the area of the picture, pouring a flood of golden light over the whole and glorifying every object with a soft radiance which transmutes all dross to gold.

It is full peaceful Indian Summer, a perfect time for the lover of nature to be abroad.

The mood of this picture recalls the "Indian Summer" of Edmund Vance Cooke.

"A sweet serenity is everywhere;  
The cark and care dissolve to filmy fleece  
Like to that lazy haze through all the air  
Where the Great Spirit smokes the pipe  
of peace!"

On page 255 of the Missouri Course of Study for Elementary Schools is found twelve art reproductions listed for study during the school year.

Your Reading Circle Board in its efforts to serve the needs of the teachers of the State through the Missouri State Teachers Association has arranged with the Artex Print, Inc., to furnish these pictures, a set of twelve, ten by thirteen, mounted, a set of twelve miniatures of the same and a copy of "Art in Missouri." You will find them listed on page 4 of the Pupils' Reading Circle order blank.

Orders for this material and all other supplementary material for carrying out the work of the Courses of Study should be sent to

Missouri State Teachers Association

Columbia, Missouri

Thos. J. Walker, Secretary

Send for our P. R. C. order blank.



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## "The Most Beautiful Thing to Me"

A SIXTH GRADE teacher in National City, California, asked her English class to give in a brief sentence, "The most beautiful thing to me." This is the children's list as reported in the "Sierra Educational News."

1. A paradise fish in the sunshine with his pretty tail spread out like a rainbow in the water.
2. Snowflakes.
3. A pond lily just opening so you can see the dark center.
4. A moss-covered waterfall.
5. "Old Faithful" blowing in the breeze (flag).
6. To look into my dog's eyes when he looks up at me.
7. A stream shaded over by trees, with grass on the ground nearby.
8. A pretty colored fish.
9. A sunset on the surf.
10. A butterfly flying at sunset.
11. An avocado orchard full with red tops and filled with blossoms.
12. A shadowy, tree-lined lane.
13. The reflection of lilies in a pond.
14. A butterfly's wing.
15. To go upon a mountaintop among the ferns and trees by a small brook. To look down into the valley of trees and smell the air.
16. The sun coming up in the morning while all kinds of noises are going on.
17. A rainbow after the rain.
18. A waterfall at sunset.
19. A silver horse in the moonlight.
20. An outline of a coyote on a big rock at sundown.
21. A clear summer day with the smell of flowers, the buzzing of bees and the singing of birds.
22. A crabapple tree near a bubbling brook.
23. A moonbeam shining across clear water on a clear night.
24. An airplane among the clouds on a clear day.
25. Moonglow on a mountain.
26. Small pieces of gravel with water over them.
27. My mother's smile when I come home at night.

### ECONOMIC SECURITY

## TEACHERS' ACCIDENT AND HEALTH GROUP INSURANCE

### A SALARY PROTECTION PLAN: Especially Designed For Teachers

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# EDITORIALS

## A MESSAGE FROM STATE SUPERINTENDENT

Lloyd W. King

**A**T THE BEGINNING of the school year 1938-39, we of the State Department of Education extend greetings to the 25,000 teachers of Missouri.

Will you realize that you individually represent the state and that you are a definite part of the state's educational program. You are engaged in Missouri's greatest field of endeavor.

This year should be one of achievement in Missouri schools. The installation of the revised courses of study in the elementary schools should provide an opportunity for teacher-training in service that should result in improved instruction. The program of curriculum revision for secondary schools should serve to focus the attention of all secondary teachers in the state on the direction that we should go in that area. Let us place our emphasis this year on improvement of our classroom teaching to the end that we may justify state and local interest in and support of public education.

---

## A MESSAGE FROM THE PRESIDENT OF THE MISSOURI STATE TEACHERS ASSOCIATION

Wm. F. Knox

**M**ONTHS OF PLANNING and preparation became effective with the opening of another term of school. School boards and school administrators have directed the renovation of school buildings and equipment. Generous federal subsidies have brought new buildings to thousands of Missouri boys and girls, and promise even more within the next few months. Bright, colorful textbooks invite eager examination and point the way to effective use. New books beckon from expanded library shelves. New laboratory equipment forecasts improved instruction throughout a series of years. Without doubt, the schools of Missouri are better housed and better equipped than in any previous year in the history of the State.

Hundreds of new teachers, fresh from college and university, enter upon the thrilling adventure of a career in teaching. Other teachers, refreshed and stimulated by study in summer schools throughout the nation, return to their work with renewed vigor and increased zest for

their task. The training and preparation of the teaching staff of the entire State surpasses that of any former year.

We have the material equipment and the professional training which should guarantee most effective teaching. In this crucial hour when the very existence of democratic government is threatened throughout the world, the schools of Missouri have the stirring challenge to preserve the ideals of democracy and to assure the permanence of democratic institutions in this nation. It is not enough that our children cherish the ideals of democracy or understand the functions of the various departments of our State or national governments. Something more than mere knowledge is required. While sitting at your feet, my fellow teachers, they must catch the vision of individual responsibility for intelligent participation in all the varied aspects of citizenship. Unless we turn back to society better citizens, we labor in vain and all the accumulated wealth which has been placed at our disposal has been squandered in a futile quest.

### **SOMEBODY LIVES THERE**

**E**ducators should be expected to know the value of environment. Theoretically, they do. I'm sure it would not be difficult to find among any group of teachers a preponderant portion who could write a strong paragraph on why the environment of children should be happy, healthful, clean, or beautiful. And yet as I approach and enter a school building I am often impressed with the fact that there is little visible evidence that educators regard environment as being especially important. So frequent is this experience that the individual experience has become unimpressive. To find a drab, colorless, expressionless school ground is, in fact, quite the thing to be expected. To see a semi-dirty, ill-kept, and unkempt school room is certainly no unusual experience. Somehow we have grown to tolerate these unsavory situations as being rather natural and necessary conditions where large groups of children assemble. We are shocked out of this

attitude of tolerance by an experience such as was ours recently upon visiting the high school at Union, Missouri. Our first delight came when we parked in front of the school house. Those grounds! Completely sodded and with shrubs, flowers, trees and vines so arranged as to give one a thrill, and to cause one to wonder how such a thing could be. There were no spots worn bare by playground loafers, or by the youthful devotees of marbles; no paths worn smooth by short-cutters; no shrubs broken off by thoughtless idlers and no flower beds raped by mindless vandals. Inside there was a condition in thorough keeping with the exterior; cleanliness, simple and beautiful decorations and a hominess which caused the visitor to say to himself, "Somebody lives here!"

Yes, such an environment is an infallible sign that the persons who live there are really somebody and that in such an environment living is real and vital and worthwhile.

Such a school environment refutes the theory that slovenliness is neces-

sary to either the exterior or the interior of a school building.

But it raises the question as to the reason for this particular situation, which contrasts so sharply with the usual. We think the reason is to be found in the knowledge of two facts. The first is the character of the superintendent C. A. Cole. He believes that theories as such are valueless. He will tell you that knowing what is right without doing what is right is a surer sign of imbecility than ignorance of right. The second fact is that he has served his community as an educational leader longer perhaps than any other superintendent in the State, and has therefore impressed upon the community his ideals, for obviously, these conditions are the result now of daily, habitual, and nearly complete cooperation on the part of students and faculty.

Such an experience makes us wish to suggest that Missouri needs a campaign to promote the landscaping of school grounds. How numerous might these beauty spots become if we had a C. A. Cole in each school.

We can make our school grounds and our school rooms look like "somebody lives there."

### **EDUCATING FOR PARASITISM**

**WE LIKE TO THINK** that what we intend to teach is the thing that we really do teach, and all too frequently forget what Kilpatrick likes to call the concomitants of education and that, as he so forcefully points out, these unheeded by-products are frequently more important than the products upon which we center our attention.

No teacher or administrator responsible for the teaching in an in-

stitution would admit that he is consciously teaching or encouraging the teaching of parasitism. He would violently deny, and rightly, that he intends making the school a place where children become leeches on society, with attitudes that are anti-social and habits which constitute the essence of bad citizenship, dishonesty, and fraud.

Yet consider what is happening because of the manner in which the National Youth Administration is frequently administered. Here is a case: A lad who is accustomed to work during vacation and render service for every cent he has ever received from an employer, finds himself confronted with the choice of getting an NYA job or of quitting school. He realizes that if he quits school he cannot get a job and would be more of a burden to his family out of school than if he remains in school. He wisely decides to take advantage of the generous, and we hope wise, provision the government has made for keeping the youth in school. He applies for and receives an NYA grant for which (if he has not already been "wised up") he expects to render equivalent service. But the school administration has not been accustomed to employing students. There is no program of activities which requires student help. To create one requires time and thought which is already fully occupied with the routine affairs of the school. The result is that the youth is given a nominal task. There is no real work attached to his assignment. He renders no service. He is learning to practice parasitism. He gradually looks on his government as an institution from which he must always take and never give. The school is making of him a bad citizen, a habitual moocher and a parasite, when

the situation could well be made one of the very opposite effect. Suppose the setup were the type which impressed upon the lad these facts: Taxpayers are not only going into their pockets to furnish you teachers and books and equipment, they are also taking from their resources the necessary means by which you may live while being educated. This money for your education is well spent when and if you use your time in self-improvement and your maintenance money is not wasted if you give in return for it useful work. At once the whole result becomes changed. The youth sees his government as he ought to see it as a vast cooperative enterprise established and working for the good of all. He sees himself as a useful cooperating part. He becomes a respectable individual who honors his country, contributes to its welfare.

Has a blessing become a bane? Are schools really educating for service or disservice?

We must, in the interests of education which exists for the purpose of making our country a better place in which to live, see to it that NYA jobs are jobs and not jokes.

### **DANGER OF OVER EXPANSION**

**E**VIDENCE of over expansion in some high school districts may be clearly seen. There are communities heavily indebted for buildings no longer used. It takes pupils to have a school. Doubtless some of the buildings and additions now being constructed are not needed.

Teachers should not be a party to any scheme of over promotion. Some do it in order to have a job; others do it in order to establish a reputation. To promote a school not needed

or to increase the number of offerings when it should be decreased or kept constant hurts rather than helps a teacher as far as his professional future is concerned.—E. K.

### **LET'S COMPETE FOR QUALITY**

**C**OMPETITION between schools for pupils should be eliminated. It gives the child the wrong attitude toward and the wrong perspective of the whole program of public education. It impairs the efficiency of the schools involved, causes teachers needless worry, and reflects itself in the spirit or the morale of the student body. It destroys the respect and the appreciation of the public for the manner in which schools are administered. It gives distorted views as to the purposes for which schools really exist. (The school exists for the child—not to give bus drivers jobs or to bring business to town.)

How inconsistent it is to attempt to teach cooperation between pupils in the Citizenship class when the school at the same time is embroiled in petty strife with a neighboring school as to where five or six pupils shall attend. School authorities should be able to get together, determine the proper procedure for the best interests of the children involved, and proceed willingly along lines thus determined.

The best program available is none too good for any child. Schools should be thinking about the quality of their programs instead of numbers enrolled. Often schools wanting pupils most have the least to offer them. No individual can be responsible for forcing or influencing a child to attend a school inferior to one of which he is desirous of attending. Many communities should seriously consider the

advisability of placing their children in a better school with a saving to the taxpayers locally by transporting the

pupils elsewhere. This is particularly true of many small high schools.

—E. K.

## New Members of the M. S. T. A. Headquarters Staff

AT ITS meeting of July 27, 1938, the Executive Committee by unanimous vote elected Mr. Everett Keith and Mr. Inks Franklin as members of the Missouri State Teachers Association Headquarters Staff.

Mr. Keith's designation is Assistant Secretary in Charge of Public Relations, while Mr. Franklin takes the post of Associate Editor of M. S. T. A. Publications. Both young men are well known throughout the State and are of recognized educational standing.



Mr. Everett Keith,  
Director of Public Relations



Mr. Inks Franklin  
Associate Editor

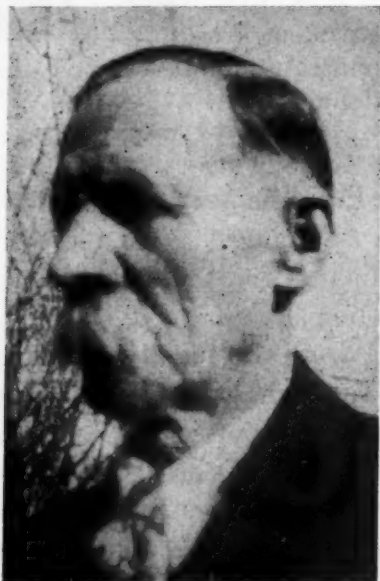
Mr. Keith comes to the Association directly from the State Department of Education where he was Chief Clerk and Director of High School Supervision. He is a graduate of Southwest Missouri State Teachers College and has an M. A. from the University of Missouri. He has worked in the State as an elementary teacher, a high school teacher and superintendent of schools. He was a Gregory Scholar in Education and an instructor in the University High School while working on his Master's Degree. He is a member of Pi Gamma Mu, Alpha Pi Zeta, and Phi Delta Kappa.

Mr. Franklin at the time of his election was engaged to do the work of Coordinator for the High School at Marceline and had but recently resigned from the faculty of the Hickman High School, Columbia, where he was a teacher of Social Science. He holds an A.M. Degree from Missouri University and is a graduate of Springfield Teachers College. He is a member of Kappa Mu Epsilon and Vice-president of Gamma Chapter of Phi Delta Kappa.

**M**R. SUPERINTENDENT, has your school district made improvements in the form of additional classrooms or a new building in the last year? Perhaps your district has just voted bonds for building purposes. Would you write the SCHOOL AND COMMUNITY about these improvements including an estimate of the total cost? We like to hear of progress in Missouri schools.

## Toward A Half Century

**I**F LENGTH OF SERVICE to a given community, and constancy to the ideals of a profession are marks of the quality and value of life, then few have more to be proud of than the subject of this sketch. Certain it is that when one serves a county in an elective capacity as long as County Superintendent F. W. Kehr has served Warren County, Missouri, the quality of length is by itself indicative of a sustained respect and appreciation seldom equaled.



Supt. F. W. Kehr (From a Recent Picture)

County Superintendent Kehr has been the titular head of the Warren County schools since April, 1893. He is serving his forty-sixth year in an office to which he has been elected sixteen successive times—nine times to a two-year term as county school commissioner and seven times to a four-year term as county superintendent of schools.

*His head,*

*Not yet by time completely silvered o'er,*

*Bespoke him past the bounds of freakish youth,*

*But strong for service still, and unimpaired.*

—William Cowper

Mr. Kehr came to Warren County as a student in the Central Wesleyan College at Warrenton. He had previously taught two terms of school in Maries county near the family home. At Central Wesleyan he formed friendships which were to continue for life, among these was the strong affinity between him and Professor Vosholl which continued until the latter's death a few



Mr. Kehr when he became the teacher at Marthasville 51 years ago.

months ago. In 1887 he became the teacher of the school at Marthasville and has continued to make that place his home. For twenty-two years he worked in this community as teacher and principal of the school. The latter sixteen of these years he served his county as school commissioner;

the duties of this office required only part-time service and most of the work was done during the summer vacation period. Mr. Kehr relates that for the first four years at Marthasville the enrollment never dropped below eighty pupils. These he, single-handed and alone, taught as best he could. When the enrollment reached one hundred and twenty, the board decided that was too many for one teacher to teach properly and employed an assistant. Last spring, Marthasville high school, now ranked as first class, dedicated its annual to County Superintendent Kehr a worthy recognition of the services he had rendered the school, though several generations had entered and graduated from the school in the thirty years which had elapsed since he had been a member of the high school faculty.

Mr. Kehr is a Missourian, native born. He is of German parentage, belonging to that nationality which near the middle of the last century contributed heavily to the settlement of Missouri and which has been responsible for much of our state's development. His parents were born in the Fatherland and the slight Teutonic accent to his otherwise faultless English indicates that German was the language used in his home and the vehicle through which he first learned to express his thoughts. He was married in 1889 and is the father of seven children, six of whom have been teachers. The two sons are now editors. E. C. Kehr, the eldest of the children, edits "The Marthasville Record" and R. E. the youngest, is editor of "The Craw-

ford Mirror" at Steelville.

Mr. Kehr bears the sturdy physical and moral characteristics of his forbears. Honest, frank, independent, he grants to all the liberty he demands for himself, the right to do his work as his conscience directs it should be done. He, as one would naturally expect, is not easily blown about by every wind of educational doctrine. He weighs each new theory, considers new methods, observes modern trends and accepts those which seem good in the light of his own thinking. He says, "Children do not like to study now; they like activities." The tone of his voice, the emphasis of his words, more than his actual statements indicate that he is not altogether happy in an educational environment which seems to glorify brawn more than brain and which gives to athletic attainment more honor than is awarded to academic accomplishment. But those who might brand him as an "old fogey" had better withhold their branding iron until they know him better for they will then find that his old fashioned ways are more apparent than real. True, he is loathe to lay aside the old which he has found helpful but that is because he knows the value of the old. Likewise, he is not among the keenest for adopting the new, simply because it is new. There are few who can evaluate with less prejudice an educational practice, new or old, than can he. He lives educationally the maxim learned long ago from Pope—

Be not the first by whom the new is tried,  
Nor yet the last to lay the old aside.

#### AN ARRAY OF BRILLIANT TALENT FOR THE KANSAS CITY CONVENTION

**P**RESIDENT KNOX has announced the following speakers for the General Sessions of the Convention in Kansas City November 16-19: State Superintendent Lloyd W. King and Dr. William Lyon Phelps, Professor Emeritus of Literature, Yale University. Willis A. Sutton, Superintendent of Schools, Atlanta, Georgia and Rabbi Hilliel Silver, author, editor, and lecturer. Sidney B. Hall, State Superintendent of Schools, Virginia, and Chairman of the National Education Association Legislative Commission and David Cushman Coyle, Consultant to the National Resources Commission. Ted Shawn and His Male Dancers. Mrs. J. K. Pettingill, National P. T. A. President, and Harry F. Ward, Professor of Christian Ethics, Union Theological Seminary, New York.

## The Measure of the Teacher

A MESSAGE FROM THE PRESIDENT OF THE N. E. A.

**T**HE TEACHER'S professional influence among the citizens of his community is measured by the extent to which he can focus their attention and secure their action upon the educational needs of youth. One of the primary purposes of professional organization is to strengthen this influence. An organization accomplishes its objectives through alert and continuous cooperation of *all* its members. Without such unified action, the organization's officers and headquarters staff, however energetic and capable they may be, will only partially succeed.

The National Education Association has, for some years, urged the passage of legislation by the Congress of the United States to make educational opportunity more nearly equal throughout the nation. I take this means of calling upon every member of the Association to lend his *personal* efforts to secure the success of this legislation.

The National Education Association, before the committees on education in the Senate and the House of Representatives in February and April, 1937, working closely with other great national organizations and cooperating with forty-seven state education associations, established the case for federal aid to education. As a result of these efforts the Harrison-Thomas-Fletcher Bill was introduced into Congress.

In February, 1938, President Roosevelt's Advisory Committee on Education confirmed the need for federal aid to schools and recommended the passage of legislation to provide it.

At the New York convention of the National Education Association in June, 1938, President Roosevelt made one of the strongest speeches for federal aid ever made by any President of the United States.

A bill to make federal aid available has been drafted by the Legislative Commission of the National Education Association for introduction in Congress when that body convenes in January, 1939.

The bill is the result of a democratic "give and take" procedure in which members of the profession and lay citizens have expressed differences of opinion. All have been benefited by this exchange of viewpoints. The important differences have been ironed out.

It is now time to act in a decisive manner—not merely as officers to whom authority has been delegated, nor as a headquarters staff charged with the responsibility of providing technical service and pursuing strategy outlined by constituted commissions, but as a nation-wide organization of 200,000 individual members in cooperation with a half million other teachers affiliated with the national body through state and community associations.

*It is the responsibility of the individual member of the profession:* First, to know the facts concerning this legislation and to present them to the citizens of his community; and second, to urge upon members of Congress from their own communities the passage of this bill.

If every teacher will begin now to become thoroughly acquainted with the proposed legislation and will ask at least three citizens to write appropriate letters to their representative in Congress, an advancement of historical importance in American educational opportunity will be achieved during the year ahead. Whether or not teachers can and will carry out such a responsibility is a measure of their influence in American life.

Reuben T. Shaw

President, National Education Association

"Our Indian Heritage" by Bane Leroy Ross. This book was written by a resident of Versailles, Missouri, to supply material for Units 2, 3, 4, 7, 9, 14, and 16 of the State Courses of Study. The index is keyed to the various units and the work is intended to make the material easily available to teachers who need material on Indian life for their school work. The book came from the press too late to be listed in our regular Pupils' Reading Circle order blank. It may be had from the Missouri State Teachers Association, price 35c.

## Platte Purchase Missourians Celebrate a Centennial

By Floyd C. Shoemaker

**T**HREE DAYS of history lessons, camouflaged as a banquet, a pageant, a parade and a ball, were offered to the citizens of six northwest Missouri counties when the 100th anniversary of the Platte Purchase was observed with an elaborate celebration in St. Joseph, Missouri, on August 18, 19, and 20 of this year. And the citizens sampled, approved, and asked for more.

Preparation for this extensive celebration began many weeks before the big events actually occurred. In mid-July the summer motorists began noticing big red-white-and-blue posters announcing the "Platte Purchase Centennial Celebration, Approved by the State Historical Society." Newspapers in the six Platte Purchase counties, Andrew, Atchison, Buchanan, Holt, Nodaway, and Platte, began to give space to the forthcoming celebration with feature stories as well as straight news items. Even the man-on-the-street radio program from a local station used a question on the Platte Purchase, and Mr. and Mrs. Northwest Missouri began to learn things about the land on which they lived.

But this was only the beginning of an educational and historical venture that was to affect the lives of some 175,000 people, the present inhabitants of the Platte Purchase area. Before the three-day celebration was over, they had had vividly and accurately portrayed for them the drama of the settlement of their land—the land now dotted with small agricultural settlements, neatly marked off into well-kept farms, and the land upon which was founded Missouri's third city, St. Joseph, but which had once been Indian territory designated as such by the president of the United States. To many of these people the story of the Platte Purchase was unknown; to some it was known only vaguely; and to only a few was it a familiar tale. But the curiosity and interest of the people were aroused, and as plans for the celebration progressed, so did their enthusiasm and interest increase. Huge crowds at all of the events showed the appreciation of Platte Purchase Missouri-

ans—a capacity crowd attended the banquet of the State Historical Society, almost 30,000 persons packed Krug Park at the presentation of the pageant, and many thousands more lined the streets to watch the parade.

On August 18, St. Joseph, the hostess city, was decorated for its guests with red, white and blue bunting, and placards of welcome. Automobiles bore cardboard signs on their bumpers and neat little road signs lined the highways, advertising the fete. Shop windows were dressed in their best for the visiting throngs. In empty lots and little used streets drum and bugle corps practiced their marching steps, and out in Krug Park a group of visiting Iowa, Sac and Fox Indians performed for interested witnesses a tribal initiation of a St. Joseph "paleface" and a mock Indian wedding. A large-scale lesson in local history was beginning.

That night, Thursday, in the city's largest hotel, the State Historical Society of Missouri held a dinner in honor of the celebration. This was the opening event of a train of memorable ones. The beautifully appointed hall was filled to capacity. Speakers included such distinguished natives of the Platte Purchase area as Federal Judge Merrill E. Otis and Miss Ada Claire Darby, St. Joseph author, as well as Senator Allen McReynolds of Carthage, president of the Society. These speakers portrayed biographically in their talks the outstanding leaders the Platte area has seen in its century in Missouri—leaders in every field, politics, education, literature, and art. Miss Darby's characterizations of Platte Purchase notables included representatives from each field; Judge Otis's was limited to one man, Senator Lewis F. Linn of Ste. Genevieve, the author of the Platte Purchase bill. Both speakers, however, brought to the audience striking word-pictures of the leaders of their counties through the cavalcade of years.

Senator McReynolds' talk was of a different nature, as he spoke on the purpose and progress of the State Historical So-

ciety, pointing out a fact Missourians can mention with justifiable pride—that their State Historical Society is now the largest in the United States in terms of individual memberships. Senator McReynolds gave the history of the Society, and told of its present activities in preserving and publishing Missouri's rich history.

At the conclusion of the speeches a mural portraying colorfully the signing of the treaty that gave these six counties to Missouri was unveiled, and the artist, George Gray of New York was presented. The whole dinner, from the small etchings on the programs to the large mural and from the first course of the delicious dinner to the last words of the last speaker, was an occasion that few who attended will soon forget. The inspiring examples given of the noble men and women who were products of the Platte country could not but urge on to higher things culturally their successors in the area.

On the following evening the historical pageant was presented in the natural amphitheater in Krug Park, St. Joseph. This setting added a great deal to the forcefulness of the drama presented there, and with a little concentration and a bit of imagination the spectator could forget that he was surrounded by some thirty thousand other 20th-century Americans, and fancy himself in this same area when it was inhabited only by Indian tribes, and covered only with primeval prairies and woodlands. The stage and arena of this natural bowl are flanked on either side by green slopes, bordered with trees, and in the background glimpses of the lagoon, which in this pageant took the role of the Missouri river, could be seen through the rocks and trees of the stage settings. On one slope was erected for the pageant an Indian village, with tawny wigwams bearing brightly painted insignia.

It was with this Indian theme that the pageant of history, the dramatic story, seldom heard in classrooms, of the settlement of the Platte Purchase area, was unrolled before the eyes of this great crowd.

A legend of the Indians told the romantic story of the Road to Paradise, the trail that led to the Happy Hunting Ground. The first episode of the pageant

opened with a scene on Council Hill, the beginning of this Road, where the Foxes were bringing their dying chieftain, Wase-pa, so that they might set his feet upon the Road to Paradise. Morning had come to the hill when another band of Indians, the Ioways, approached unmolested, for the Hill was sacred to all red men. Soon came the Sac Indians, but Gray Wolf, a renegade Sac, and his band of followers did not come to Council Hill, but remained in the background. While all these tribes were gathered together, Ne-kaw-tan, a medicine man, told them he had received a prophecy from the Great Kaumee—a prophecy that foretold the coming of the white men, and particularly the coming of one called "Red-Head," who would be the Indians' friend.

The next episode was a scene on the shoreline of the Missouri river; the time, 1804, when up the river came Lewis and Clark, the explorers commissioned by the government to travel through the great northwest. They were met and welcomed in peace by the Indians, and Clark was recognized as the Red-Head of the prophecy. A ceremonial dance and the smoking of the peace-pipe followed, before the explorers left with a guide for their long journey into the wilderness.

The next scene was supposedly seventeen years later, the year Missouri became a state. At this time, too, Joseph Robidoux was living in the Platte Purchase area. He was a fur trader, and to his small cabin came Indians and white traders alike. The white traders had begun to incur the Indians' hatred, though, and this, as well as the introduction of whiskey as a bargaining commodity, threatened to become disastrous for the white men. It was in the midst of a free-for-all quarrel among Indians and white traders that the great news came to Joseph Robidoux's post that Missouri had entered the Union as the twenty-fourth state.

With Missouri's admission to statehood, settlers began pouring in, and a few families, attracted by the rich agricultural promise of the land, came to the Platte Purchase area. Little it mattered that the territory still belonged to the Indians, and that certain of the red-skins, accustomed

only to the "firewater" and false promises of the fur-traders, had become unfriendly and quarrelsome. So, in the next episode the great natural bowl was transformed into an inviting prairie land where settlers in oxen-drawn covered wagons came to put up their cabins and make their homes. Their pleasant settlement was rudely broken up, however, when a drunken hunter killed the squaw of Ca-ha-quah, chief of the Foxes, and the infuriated braves carried off the unfortunate white man. Alarmed by the killing and expecting the Indians to turn upon them at any moment, the white settlers gathered up their belongings, and soon their prairie schooners were scuttling back into the forest, leaving behind them in their hurry a part of their equipment.

But not for long did the white men stay away, and soon the steamboats came up the river to disturb the Indians' peace. It was at this time, though, that Black Hawk, chief of the Mississippi River Foxes, came to ask Ca-ha-quah to help him in his fight to restore his people's land. While the warriors were out of the Platte area, the white settlers came again, building more stable settlements this time. The Indian warriors, when they returned, resented this usurpation of their country, and complained to Clark, or "Red-Head," the Indian agent. The next episode showed the troops from Fort Leavenworth, sent by "Red-Head" to drive the white settlers off the Indians' land.

But this land was too tempting for the white men to stay away long, and soon the national government was taking steps toward the purchase of this tract of land around the Little Platte and Nodaway rivers. The final episode of the pageant showed the scene at the signing of one of the Platte Purchase treaties in 1836, when the Indians were given \$7,500 and other considerations for their rights to a territory comprising about 2,000,000 acres of valuable agricultural land.

This was the story portrayed by the pageant. Its vividness and authenticity were a triumph of historic research and writing, made possible only through the co-operation of the six counties concerned; a co-operation that over-rode boundaries between city and country, between rich

and not-so-rich. The cast of the great pageant itself included almost five hundred men, women, and children, who learned through their own participation the history of their home counties. Throughout the area workers were more than willing to share in the work necessary to arrange such a performance, were ready to give of their time and effort to make the celebration a success.

The spectators, too, will long remember the awesome spectacle of half-a-hundred primitively clad red men dancing to the throb of Indian drums in a square of light thrown on a green arena; the triumphant moment when, mounted on a barrel, a trader shouted through the forest that Missouri had been admitted to the Union; and the rattling and bumping entrance of the covered wagons as they brought the first white settlers into the area. Far more striking and unforgettable was this presentation of historical facts than would have been the same story appearing in a history textbook. It contained, too, many more details than would the same story in written form—details of setting, of costume, of gesture. It was, perhaps, an education in local history more valuable than could be obtained in a complete public school course. And it will be remembered twice as long by those who witnessed it.

Possibly the most significant thing about this pageant, and, indeed, the whole celebration, was the extraordinarily large number and variety of people it reached. It was a celebration not for a certain age or a certain class, but for everyone. The youth of the area supported the celebration loyally, and entered into the spirit of things with their customary energy and abandon. Whole families came to the pageant together, from grandfather to the littlest baby, and there was something there that all could enjoy and profit from. In the parking space at the Bowl shiny limousines stood side by side with ten-year-old low-price models. It was everyone's pageant, and the people of the Platte Purchase area realized it, showing their appreciation by their overwhelming response.

The third day of the celebration got off to a rainy start, but soon after noon the skies cleared and crowds began gathering for the parade. Again there was noticeable that mingling together of all ages,

and that fine spirit of co-operation and sociability. Every other interest was submerged by the immediate attraction of the parade. At least an hour before the march was scheduled to start crowds lined the sidewalks, and before the floats were in sight the crowds had pushed forward into the street, necessitating motorcycle patrolmen to clear the way for the parade. The two-mile-long parade presented subjects that were irresistible to the many amateur photographers in the crowd. Each county was represented by at least two floats, one agricultural and one historical. Many counties sent trade floats, in addition.

The parade was headed by a group of Indians riding on the outside of cars. A display of ancient vehicles, loaned for the parade by the army museum at Fort Leavenworth, Kansas, followed. This display included almost every variety of vehicle known in the last hundred years, ox carts, stage coaches, prairie schooners, buggies, carriages, trap and hansom cab. Each vehicle carried passengers costumed to fit the period when it was in use.

The agricultural floats of the six counties proved dramatically that the Platte Purchase area is among the richest agricultural regions in the nation. King Corn was a feature of one of the floats, tobacco of another, while a third utilized a variety of grains artistically arranged. One showed a horn of plenty, from which rolled an assortment of fruits and vegetables, part of the varied crop so successfully cultivated in the region.

The historical floats were the result of great planning and ingenuity. An old trading post of logs was the feature of one, complete with Indians and trappers in their coonskin caps. Another was the inside of a pioneer's cabin, furnished to the last detail, while a third county's entry portrayed the pioneer domestic crafts, spinning, weaving, and sewing. A square dance added a unique touch to one float, and one portrayed the signing of the Platte Purchase treaty.

In addition to these county historical floats, too, there were trade floats, many of them with a historic motif. There were also many gayly dressed bands led by high-stepping drum majors, marching between

the floats, and numerous special and novelty entries, including a group of early motor cars. Throughout the afternoon a trio of airplanes zoomed in formation over the crowd, a concession to modernity in a parade illustrating the march of time in the Platte Purchase.

As the final feature of this celebration a costume ball was held on the evening of August 20. Costumes were divided into three periods—the Platte Purchase period, the Civil War group, and the Gay Nineties era. About midway in the evening the dancing was brought to a halt, and while the orchestra played the costumed couples paraded in front of a group of judges who decided on the authenticity and attractiveness of the costumes for the awarding of prizes. The groups for each period made their appearance separately, while the rest of the crowd craned their necks, stood on chairs and tables, and trod over their neighbor's feet trying to see the picturesque costumes. To the uninitiate it was indeed a colorful sight, and such a gathering together of typical garments of other days is an unusual event. Dark-haired maidens in hoop-skirts demurely walked by the side of dignified, frock-coated gentlemen. Pioneers in homespun and coonskins paraded with painted and be-feathered Indian braves and squaws, while ostrich-plumed hats and checkered waist-coats represented the dazzling magnificence of the Nineties. The queen of the ball was in costume, too—a white gown of the Civil war era, with an old-fashioned nosegay to match.

After the fashion-parade of the century, the Indians took over the program, performing tribal dances with such fervor and abandon that the floor fairly shook. After the Indians, the square-dancers took the floor, and gingham and overall-clad men and women from each county obeyed the merry order of the "caller" to "Swing your partners!" With the conclusion of the square dance contest, a local dance band took charge of the evening, and the dance was continued. So, with an evening in which all could participate, ended the celebration observing the 100th anniversary of the Platte area's admission to the State of Missouri.

These three days of fact and fun were given to Northwest Missouri by the 59th

General Assembly of the State, when it appropriated \$15,000 for the celebration. Of this amount \$10,000 was approved by Governor Lloyd C. Stark. An executive committee composed of a representative from each of the six counties directed the celebration, which was under the financial supervision of the State Historical Society.

The whole celebration was a masterpiece of co-operative enterprise, for without the working together of each of the six counties such an elaborate program could not have been carried out so successfully. Each of the counties was responsible for an episode in the pageant; each had its floats and bands; and each sent representatives to the Historical Society banquet and to the costume ball. In events in which counties competed against each other for prizes the rivalry was good-natured. Although the celebration itself was held in the city, the logical place, there was no lack of co-operation from the agricultural areas because of that fact. And not only was there co-operation in the production and work of the celebration, but the finished product was supported by each county. Not just St. Joseph citizens attended—they came from all over the Purchase area. St. Joseph newspapers covered the fete expertly, and at length—but so did the papers in the smaller cities of the other counties. It was a six-county-celebration, and all six proceeded to enjoy it.

There was a spirit of old-time sociability about it, too. Not since the decline of the old-fashioned county fair have so many people gotten together in Northwest Missouri to enjoy a production of their own making, and so obviously reveled in their own achievements. There was no grouping off into counties—the spirit of "I'm John Brown from Andrew county; where're you from?" prevailed, and people liked it. They were discovering their neighbors.

Yet, with all the social and recreational aspects of the celebration, the historical and cultural side was predominant. It educated the people in their local history in a subtle way—it gave them facts in the way they most like to have them, disguised as fun, and history, not as a dry-as-dust table of dates, but as a colorful dramatic spectacle enacted before them. It awoke in them an interest in the story of their own counties, and consequently, in the story of their own State. It taught thousands of people historic episodes that directly affected them, of which, otherwise, they probably would have remained ignorant. It drew the six Platte Purchase counties closer together through their common interest, co-operation, and friendliness in this venture. It was the biggest little lesson in history and the biggest three days of worthwhile amusement and education that Northwest Missouri has ever seen.

## State Meeting of Elementary Principals

Saturday, October 1, 1938—Education Building, Columbia, Missouri

Miles C. Thomas, President of Department of Elementary Principals; Missouri State Teachers' Association, Presiding.

Theme: The Elementary School Principalship in Missouri's Educational Program.

10:00 A. M. Welcoming Address—Dr. Theo. W. H. Irion.

10:15 A. M. Address—The Emerging Concept of the Functions of the Elementary School Principalship. Dr. C. A. Phillips.

10:45 A. M. Report—A summary of the Survey made by Central Missouri Elementary Principals—Wayne T. Snyder, Principal of Jefferson School, Kansas City, Missouri.

11:05 A. M. Panel Discussion—Chairmen of District Organizations.

12:00 A. M. Dinner—Speaker from National Department of Elementary School Principals.

2:00 P. M. Business Meeting—Election of Officers and Adoption of Constitution.

Each elementary principal in the state of Missouri is urged to attend this meeting, planned especially for those engaged in the elementary field. As elementary principals we desire to strengthen our organization making it possible to render a greater educational service within the state of Missouri.

**CONTACT FELLOW WORKERS!  
MAKE ARRANGEMENTS TO COME IN A GROUP!  
BRING YOUR SUPERINTENDENT WITH YOU!  
BE IN COLUMBIA BY 10:00 A. M.  
"THIS WILL BE ONE OF THE OUTSTANDING MEETINGS OF THE YEAR."**

### PROGRAM COMMITTEE:

Miles C. Thomas—Kansas City, Mo.  
Harold B. Remely—Jefferson City, Mo.  
John P. McKay—Jennings, Mo.

## A Bird's-Eye View of Education

From kindergarten to Doctorates

By Ada Boyer

**I**F COLLEGE instructors storm cautiously about the inadequacy of high schools, if high school teachers speak slightly of inferior grade work, and if each grade in turn blames the lower, no doubt the kindergarten teachers are the culprits. "Oh," they say in quick self-defense, "but look what we get from the homes."

We do too much of it. Don't we? If anyone will handle the same group of students two years in succession, he will see very readily that much taught last term has been thoroughly forgotten during vacation. Do we not owe it to the teachers before us to consider this when we take up the work after them? Perhaps we owe it to them to consider them as hardworking, as conscientious, and as well prepared as we like to think ourselves.

Consider Billy. Last May he was capable of doing excellent second grade work and was promoted. Now another term has begun after that long vacation during which he never saw a book; the teacher is new; and Billy, just a bit frightened, stumbles over baby material he could read easily last spring. Both he and the teacher are badly discouraged, although they need not be. "That's all right, Billy. You'll remember it all in just a few days. Let's try reading some easy books for just a little while, and you'll remember it all." Or better than that: simply place the easy books in his hand. None of this: "You must go back to the first grade" or "You should not have been promoted."

It is good to remember that I, the teacher who had your pupils last year, had the same number of good, average, and doubtfuls you have now, that I went through the same gymnastics of promotion through which you must go, and that my work did not meet my own standard of excellency, therefore it could not possibly meet yours.

We had a joke last term when I had handled the same group for the second year. I would smile and say, "Did the teacher last year teach you this?" Often it surprised me how excellent pupils would say "no" in good faith. I could stand patiently waiting until many remembered. Would I have been patient had I not been the predecessor?

Suppose I had felt a bit of jealousy toward that other, I could have said something or nothing, but the pupils would have known. "Just say we did not have it last year," and they would have been in the clear. I would have known, "They did not have it last year," and my responsibility for their present poor work would have been over. That, of course, is one way.

We had a botany professor once who spent half our class time telling us in caustic polysyllabled speech exactly what frightful blanks we were. Much good work was being done in the class—enough, in fact, to warrant better work on the part of the instructor. From his

room, I went to a French class where "Merci" and "Parlez vous Francais" was about our limit. That professor, however, was a different type: a Harvard man, graduate student of the University of Paris, reared in a home where French was spoken, he was certainly in a position to speak slightly of our ability. Never once by any inflection of voice did he make us aware of his superiority. He smiled at my worried look one day and asked "If you knew French, would you be in my class?" He was not only a good teacher; he was a conscientious, reasonable gentleman. That he patiently taught us high school French in college was all to his credit. Men like this are too few; the botany professor type predominate. After having taught the same subject years and years, it takes common sense, fine manners, high intelligence, and superb self-control not to indicate by word or action one's scorn of another's ignorance.

Would it not be better to supply missing knowledge wherever it is needed than to sneer at its lack? If Mary finds her fourth graders cannot write, she will stress writing; if Helen receives a paper from a young English student showing his utter disregard for periods, she will endeavor to send him out period-perfect; and if Dr. Smith finds his group of graduate students occasionally misspell a word, he is quite capable of suggesting some work in spelling. These are the superior teachers. What are the rest of us doing?

Passing the buck is a rotten thing to do, particularly when used as an excuse for neglecting what is obviously our duty. We cannot all succeed, nor can all of us do super-work; we can, however, start where work is needed. Only in the educational world do we tolerate the absurd waste of time which says "Begin here in September." Our motto should be "Begin where need is greatest at any time."

Nothing is more interesting to upper grade pupils than to read these entertaining new books just published for lower grades. Incidentally, any number of high school pupils would not be hurt by review lessons in grade books. Material that is too difficult at the time taught becomes not only easy, but surprisingly interesting when viewed from a different angle. "Oh," you protest, "we have no time to do that." I can only ask, "Have we time to muddle through more incomprehensible material? If your pupils do poor work where they are, what do they gain by being kept there?" Certainly it would seem a time-saver to put every pupil where he can learn something.

Perhaps nothing along this line is more pitiful than the heart-broken rural youngsters who drop out of high school in those what-ought-to-be first glorious weeks of September. They overcrowd our high schools so no one cares particularly when they do drop out. Mighty good material wasted just because it

is easy to think, or to say, as some do: "Dumb kids from the country schools."

It is indisputable that many of our high school and college students learn a very zero of matter. If we can afford to use time for NOT EDUCATING them, why can't we use time for educating them? Like this: twenty-five freshmen turn in illegible papers. Solution: A writing class. Thirty-five freshmen are poor in algebra because common fractions are vaguely remembered. Solution: a class in fractions.

Let's take a slant at some college work. I am typing a paper for a graduate student—a superintendent. Here is a man spending hours on the whiciness of the what, in which incidentally he fails to believe, and what he needs desperately in his work is a hurry-up course in typing; but he is so busy learning

something he does not want or need, he has no time to learn something absolutely essential in his work. On my own study card right now is listed five hours of mathematics, although I have never once used the algebra and geometry I now have. Incidentally, I cannot take the course in article writing because it carries no credit for me. Ho! Hummm! The more I look at such set-ups the funnier I find them—funny or tragic?

What shall we do about this? All you and I can do is cease worrying over what our students have failed to learn before they became ours and get very busy teaching them the things they should know when they leave us. Maybe, after all, the weak spot in our educational system is right where we work, not elsewhere.

## Knowing the 1931 School Law

**T**HE GENERAL ASSEMBLY of 1931 took a big step forward in the passage of a school bill which recognized certain well established principles of public education. These principles should be kept in mind, especially by public school teachers and public school officials. When such influential citizens know the real philosophy of this law there is little danger of its being broken down by changes which are based on a philosophy at variance with the law's basic structure.

### Question I

What is the philosophy upon which the 1931 School Law is based?

### Answer I

On the philosophy that education is primarily a state function and not merely a local or an individual obligation.

### Question II

Why is education a state function?

### Answer II

Because only thru education can a state conserve, protect, and develop its resources and thus preserve the normal purposes of a state.

### Question III

What are a state's resources?

### Answer III

Fundamentally, people and natural or physical property such as fertility of soil, forests, streams, animal life, mines, etc.

### Question IV

Which is the more important?

### Answer IV

People. Life, liberty, and happiness constitute the very fiber of desirable human existence. Natural resources have value only because they contribute to these constituents of happy human existence.

### Question V

How long has the State been committed to this philosophy of education as a state function?

### Answer V

Theoretically since its admission to statehood. More practically since the adoption of

our present Constitution in which it was declared (1875) "A general diffusion of knowledge and intelligence being essential to the preservation of the rights and liberties of the people, the General Assembly shall establish and maintain free public schools for the gratuitous instruction of all persons in this State between the ages of six and twenty years," and still more practically since 1931 when the State assumed responsibility for the financing of a minimum program of education for each boy and girl.

### Question VI

How did the State assume this responsibility?

### Answer VI

By providing for complete state support in each district for maintenance of elementary schools and high schools. In the case of high schools it was provided that each child ready for high school should have his tuition free to him in case he lived in a district not maintaining a high school.

### Question VII

What is the financial level at which schools shall be supported?

### Answer VII

The lowest level is \$750 a year for each elementary teacher employed, \$1,000 a year for each high school teacher and \$50 a year for each nonresident high school pupil's tuition. Transportation is furnished the latter under certain conditions.

### Question VIII

Does this principle apply to every district in the State?

### Answer VIII

Yes, everyone; so-called rich and poor alike.

### Question IX

How was this program to be financed?

### Answer IX

By a variety of taxes as the legislature should provide. The fundamental tax as written into the law is a property tax of twenty cents on each \$100 of valuation.

### Question X

How are these taxes collected?

**Answer X**

The property tax is collected along with the property tax for all other purposes, as school tax. This tax while collected by the county and credited to each district is in reality a part of the state subsidy. Numerous other taxes are collected by the state, one-third of which goes into the school fund. Among these state collected taxes are the sales tax, income tax, beer and liquor tax, inheritance tax, corporation tax and several others.

**Question XI**

On what basis is this money distributed by the State to the district?

**Answer XI**

On the basis above suggested, \$750 for each elementary teaching unit and \$1,000 for each high school teaching unit.

**Question XII**

Is this amount of money sent to each district by the State?

**Answer XII**

No. The part contributed by the property tax (twenty cents for each one hundred dollars valuation) is deducted from the total amount due, since it is collected and distributed back to the districts levying it, by each county treasurer.

**Question XIII**

Does the state law allow more in proportion to each teacher employed to some districts than to others?

**Answer XIII**

Yes. If a wealthy district on a twenty cent levy contributes in property taxes all of the money which the state has assumed as the state's obligation, that district keeps this money and thereby receives its full share. But if the twenty cent property tax produces more than the state allowance the district paying the tax keeps the excess.

**Question XIV**

Then such a district does not actually make a twenty cent contribution to the state program?

**Answer XIV**

No, it does not.

**Question XV**

Is there any method of distribution of state money to school districts other than that of making up the deficit produced by a twenty cent levy?

**Answer XV**

Yes. The law provides that in lieu of receiving the deficiency between the stipulated per teacher allowance and the product of a twenty cent levy the district may choose to receive a teacher attendance quota, i. e., \$100 per teacher and three and nine-tenths cents a day for each day attended by pupils.

**Question XVI**

Do some districts choose to receive the teacher attendance quota rather than the equalization quota?

**Answer XVI**

Yes, if the former gives more than the latter. There are a great many such districts.

**Question XVII**

Then the state actually guarantees to some districts more than \$750 and \$1000 respectively to elementary and high school districts?

**Answer XVII**

Yes. The wealthier districts are in this sense guaranteed more than the stated allowances from the state.

**Question XVIII**

On what ground is this apparent favoritism justified?

**Answer XVIII**

On the ground that costs of a given level of school opportunity are more in some districts than in others, due to economic conditions affecting salaries of teachers, etc.

## English Teachers Will Hold National Convention in St. Louis

The 28th annual meeting of the National Council of Teachers of English, to be held at the Hotel Statler, St. Louis, November 24-26, will devote considerable time to appraisals of English curricula. "Evaluating the program in English" is the general theme chosen by Marquis E. Shattuck of Detroit, president of the Council, for the convention.

Among those who will discuss recent important surveys and experiments and their implications for teachers of English are Dr. Wilfred Eberhardt of Ohio State University, English consultant in the evaluation study undertaken by the Progressive Education Association; Dr. Dora V. Smith of the University of Minnesota, specialist in English in the New York State Regents' Inquiry; and Dr. Harold Spears, Director of Research and Curriculum, Evansville, Indiana.

Other outstanding educators who will speak at the various sessions are: Superintendent John A. Sexson of Pasadena, California, president of the American Association of School Administrators; Dr. Henry Harap, George Peabody College for Teachers, editor of the

*Curriculum Journal*; Dr. Malcolm MacLean, director of the General College, University of Minnesota; Dr. Clyde Miller, director of the Institute for Propaganda Analysis; Dr. Angela Broening of Baltimore, president of the National Conference on Research in English; Dr. William S. Gray of the University of Chicago; Dr. Clarence Stratton of Cleveland; Professor Harry G. Paul of the University of Illinois; Professor J. T. Marshman of Ohio Wesleyan University, president of the National Association of Teachers of Speech; and Miss Mildred Batchelder of the American Library Association. Authors will be represented by John G. Niehardt, poet and critic, and other well-known writers.

The Elementary School, Junior High School, Senior High School, Teachers College, College, and Journalism Sections will all hold meetings during the week-end; and there will be a session for leaders of local English organizations. Among the topics which will be discussed are: English in Adult Education; Reading in the Secondary School and on the College Level; Current Problems in Usage; Radio

in the School; Evaluation of Motion Pictures and Magazines; Creative Writing; International Relations; Problems of the Small High School; Semantics in the English Program; and The Challenge of General Education.

The local committee, under the chairmanship of Dr. William Glasgow Bowling of Washing-

ton University, has arranged a program of sight-seeing and entertainment for the delegates. All who are interested in the teaching of English will be welcomed at the meeting, whether or not they are members of the National Council of Teachers of English.

## Questions and Answers on the Proposed School Employee Retirement Act

**I**N THE MAY issue of the SCHOOL AND COMMUNITY was published the Committee's tentative draft of a state wide school employees' act. It was published with a brief summary by the Committee to furnish the teachers of the State complete information as to the proposals it contained, and with a hope that it would be read, studied, and discussed by interested persons all over the State to the end that intelligent attitudes might be developed toward the whole problem of teacher retirement. Following this purpose we publish below questions and answers on the proposed school employee retirement act which we hope teachers will study in connection with the bill published on page 208 of the May issue of the SCHOOL AND COMMUNITY.

### 1. Why have a Retirement Act?

*To make possible a more efficient educational program for the school children of the State.*

### 2. How will a Retirement Act improve our educational program?

- (a) By attracting desirable individuals to the profession.
- (b) By keeping good teachers in the profession.
- (c) By removing from teachers worry over the financial insecurity of the future.
- (d) By making it possible to retire superannuated teachers in a decent fashion.

### 3. Who is eligible to membership?

All regular school employees in the public schools, and state educational institutions and agencies. This includes teachers, clerks, stenographers, janitors, custodians, or any other employee.

### 4. Is membership compulsory for all school employees?

Yes.

### 5. What is the employee's contribution?

Four per cent of his compensation as a school employee.

### 6. What is the State's contribution?

Thirty dollars a month for each retirant, if he has rendered forty years of creditable service.

### 7. From what source shall the State's contribution be derived?

It shall be deducted by the State Auditor from State school moneys, excepting for state educational institutions, which contribution shall be set aside from funds appropriated by the General Assembly.

### 8. What is the estimated amount of the State's contribution?

Approximately \$200,000 for the first year, 1.5 per cent of the present appropriation.

### 9. What is the retirement age?

Voluntary retirement at age 62, and compulsory retirement at age 70.

### 10. What are the benefits for a retirant?

- (a) An annuity purchased by his own contributions from his earnings.
- (b) A state annuity of thirty dollars a month if retirant has rendered forty years of creditable educational service; or if less than forty years of creditable service, nine dollars a year for each year of such service.

### 11. What are the benefits for an employee who retires immediately?

The state annuity only, since he has no annuity purchased by his own contributions.

### 12. May an employer supplement the retirement allowance as provided in this Act?

Yes, any amount to provide a total allowance not to exceed half salary.

### 13. Should a member cease to be a school employee before reaching the retirement age will his contributions be returned?

Yes, he will have returned to him his contributions and if contributions have been made for three years or more, three-fourths of the earnings thereof.

### 14. With whom is the responsibility for the administration and the operation of the retirement system vested?

- (a) A Retirement Board consisting of seven members serving four-year terms without salary. Two members shall be ex-officio, two appointed by the Governor, and three selected from the membership by the membership of the Retirement System.

(1) The Board employs a secretary and other necessary help to manage the system.

(2) The Attorney-General of the State of Missouri shall be the legal adviser of the Retirement Board.

(3) The Board shall publish annually a financial statement.

### 15. Why have a state-wide retirement system?

Education is a state function. All the children of all the state are entitled to the advantages which may accrue, now or in the future, from a retirement plan.

## Program Fourth Annual Missouri Secondary School Principals' Conference

Education Building, Columbia, Missouri October 7 and 8, 1938

Theme: Adapting the Curriculum to the Needs of the Non-Academic Pupil.

Friday Evening, October 7

6:30—Dinner, Education Building, University of Missouri.

7:30—"Presentation of Conference Theme"—Dean Theo. W. H. Irion, School of Education, University of Missouri.

7:50—"What Student Activities Can Do For the Non-Academic Pupil"—Roe H. Bartle, Boy Scout Executive, Kansas City, Mo.

Panel Discussion—Discussion Leader, Dr. L. G. Townsend, Assistant Director, University Training School.

Panel Members—

E. R. Adams, Maplewood  
Wallace Croy, Maryville  
O. K. Phillips, North Kansas City  
Everett Keith, Columbia  
Russell Welsh, Calhoun  
Wendell Evans, Brentwood

Saturday Morning, October 8

9:00—Business Meeting.

9:30—"Keeping Secondary Education Abreast of the Times"—Dr. John Ruff, Professor of Education, University of Missouri.

9:45—"What the Language Arts and the Social Studies Can Do For the Non-Academic Pupil"—Dr. Matthew P. Gaffney, Supt. of Schools, New Trier

Township High School, Evanston, Ill.  
Panel Discussion—Discussion Leader, W. Francis English, Carrollton.

10:30—"Adapting Language Arts From The Point of View of Reading"—R. W. Baker, Hannibal, Mo.

10:40—"Adapting Language Arts from the Point of View of Speech"—George Gates, University of Missouri High School, Columbia.

10:50—"Adapting Social Studies to the Needs of the Non-Academic Pupil"

11:30—Adjourn.

12:00—Luncheon of Coordinators and Those Interested in the Group Discussion Program. H. V. Mason, State Coordinator, Presiding.

Saturday Afternoon

1:00—"What the Practical Arts and Vocational Education Can Do for the Non-Academic Pupil"—Professor R. W. Selvidge, University of Missouri.

1:40—Panel Discussion

Panel Members—

Wesley Deneke, Flat River  
Floyd Houghton, Marceline  
E. G. Kennedy, Sedalia  
L. A. Van Dyke, University of Missouri  
C. L. Wetzel, St. Louis  
H. R. McCall, Chillicothe

2:30—Adjourn.

## High School Discussion Groups Make Plans for the Year

THE DEPARTMENT of Secondary School Principals of Missouri has set up a state-wide organization to carry on discussion projects for the school year 1938-39. The plans were worked out by interested principals and superintendents who were in attendance at the 1938 University of Missouri summer session.

The plans call for the study of needed improvements in the high school curriculum and the discussion of other problems pertinent to secondary education in the state. As a general policy no set speeches will be scheduled. Instead, questions and discussion outlines will be sent out in advance of each meeting, and all of the meeting time available will be given to discussion. Any one interested in the problems of secondary education is cordially invited to attend these meetings and to participate in the discussion.

The State Department of Secondary School Principals is cooperating with the National Association of Secondary School Principals in sponsoring these meetings. The national conference of all State Coordinators will be held in Chicago, October 3-4, to present plans

for the year. H. V. Mason, Principal of the Senior High School, Hannibal, Missouri, has been appointed State Coordinator of the Discussion Group Projects in Missouri and will attend this meeting.

The first meetings of the discussion groups in Missouri are to be held the week following the State Principals Conference which is scheduled for Columbia, October 7 and 8.

The district and regional coordinators are as follows:

### DISCUSSION GROUP LEADERS—1938-39

#### Maryville Teachers College District

E. E. Camp, Principal High School, Mound City, District Coordinator  
Fred Vandersloot, Principal Benton High School, St. Joseph  
C. H. Shaffner, Superintendent of Schools, Princeton  
Arvol Adams, Superintendent of Schools, Albany  
Olin Teasley, Principal High School, Cameron  
Virgil Muse, Principal High School, Trenton  
W. F. English, Principal High School, Carrollton  
Chas. McClard, Principal High School, Liberty  
Fred Keller, Superintendent of Schools, Tarkio  
Wallace Croy, Principal High School, Maryville

#### Kirksville Teachers College District

Charles McLane, Principal High School, Fayette, District Coordinator

W. S. Bennett, Superintendent of Schools, Marceline  
 Stanley Hayden, Teachers College, Kirksville  
 H. M. Boucher, Superintendent of Schools, Memphis  
 B. M. Chancellor, Principal High School, Shelbyville  
 W. M. Reger, Principal Eugene Field School, Hannibal  
 M. A. Spohrer, Dean Junior College, Moberly  
 C. W. Mackey, Principal High School, Mexico  
 Clyde Willis, Principal High School, St. Charles  
**Warrensburg Teachers College District**  
 Ralph Russell, Principal High School, Butler, District  
 Coordinator  
 Ray Nolte, Principal High School, Clinton  
 Emery Kennedy, Principal High School, Sedalia  
 R. F. Blankenbaker, Principal High School, Boonville  
 Geo. Donahoe, Superintendent of Schools, Tipton  
 Ben Butler, Principal High School, Higginsville  
 B. P. Lewis, Superintendent of Schools, Rolla  
 L. O. Mills, Superintendent of Schools, Lake Ozark  
**Springfield Teachers College District**  
 Harry Sutter, Principal High School, Webb City, District  
 Coordinator  
 T. R. Windes, Principal High School, Lamar  
 B. F. Gillette, Principal High School, Ash Grove  
 A. L. Priestler, Principal High School, Bolivar  
 Geo. Ryden, Boys' Counselor, Springfield  
 Ella Rainey, Principal High School, Lebanon  
 John Hailey, Superintendent of Schools, Houston  
 Leonard Hartley, Superintendent of Schools, Hartsville  
 J. R. Martin, Superintendent of Schools, West Plains  
 Farrell Amos, Principal High School, Aurora  
 Leslie K. Grimes, Principal High School, Monett  
 Alfred Keast, Principal High School, Greenfield  
 Carson Barlow, Principal High School, Neosho  
**Cape Girardeau Teachers College District**  
 R. Lee Martin, Principal Junior High School, Flat River  
 C. E. Brewer, Principal High School, Farnfeld  
 E. H. Broyles, Principal Junior High School, Poplar Bluff  
 Clyde Rogan, Superintendent of Schools, Birch Tree  
 Leo Mize, Principal High School, Washington  
 Dean Tracy, Principal High School, Patterson  
 C. R. Bell, Superintendent of Schools, Centerville  
 L. W. Bartles, Superintendent of Schools, Randels, C. D.  
 E. R. Adams, Principal High School, Maplewood

## Teachers Credit Unions

A CREDIT UNION has been organized at each of the five teachers colleges in Missouri. Most of these credit unions serve all of the teachers included within that district. If all teachers appreciated the value of the credit union to them these credit unions would grow rapidly and would provide a service for their members which would be almost invaluable.

The Missouri State Teachers Association, two years ago, decided on a very comprehensive plan of credit union organization and only the first step has been taken so far.

Credit unions provide two services; a plan where the members may save and where they may borrow when in need of more funds than they have available. Savings may be made in any amount and at such a time as is most convenient to the member. Systematic saving in the credit union will enable a teacher to accumulate the funds necessary to complete the education that is needed or to spend a vacation during the summer. The fact that the credit union provides a place where money may be borrowed means that a teacher in need of additional funds may supplement the savings with money provided by other teachers.

A credit union is owned and controlled entirely by its membership and whatever profit

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is made from the loans is returned to the members who have saved in the credit union.

The experience of teachers credit unions in Missouri indicates that teachers do borrow a great deal of money and that those who have used the credit union have found it the most satisfactory and economical method of obtaining additional funds. Teachers credit unions which are operating all indicate that the officers elected from the membership are able to run them in such a way that the membership is satisfied at the same time the credit union is making money. Many teachers have borrowed money at excessive rates of interest and many of them have made unwise financial deals. A credit union not only provides financial service, but in addition the credit committee is always available to advise with the members in regard to their financial affairs.

No financial institution of any kind has ever succeeded without intelligent planning, hard work and perseverance on the part of the officers. However, the benefits derived fully justify the time and energy spent and I know of no credit union where the officers are not fully sold on the value of the credit union to them, as well as to the members.

#### TEACHERS CREDIT UNIONS IN MISSOURI

Teachers Credit Union  
L. A. Pinkney, Treasurer  
340 S. Lawn  
Kansas City, Missouri

### SAVING

**When a teacher saves  
the money should be safe  
earn a fair return  
be used to assist other teachers**

**THERE ARE 16 TEACHER'S  
CREDIT UNIONS IN MISSOURI WHICH PROVIDE ALL  
OF THESE ADVANTAGES,  
EVERY TEACHER SHOULD  
BE A CREDIT UNION MEMBER.**

**When a teacher borrows  
the money should be obtained  
where the  
interest rate is low  
lender is acquainted with  
teachers' problems  
profits go back to teachers**

St. Joseph Teachers Credit Union  
W. D. Bracken, Treasurer  
624 North 24th Street  
St. Joseph, Missouri

Boone County Teachers Credit Union  
J. R. Hall, Treasurer  
Hitt & Cherry Streets  
Columbia, Missouri

Butler County Teachers Credit Union  
Eugene H. Broyles, Treasurer  
High School Building  
Poplar Bluff, Missouri

Cape Girardeau Teachers Credit Union  
L. H. Strunk, Treasurer  
Teachers College  
Cape Girardeau, Missouri

Central Missouri Teachers Credit Union  
Dr. Emmett Ellis, Treasurer  
Teachers College  
Warrensburg, Missouri

Crawford County Teachers Credit Union  
J. H. Brand, Treasurer  
Steelville, Missouri

Greene County Teachers Credit Union  
J. Fred Lawson, Treasurer  
530 E. Madison  
Springfield, Missouri

Misscott Teachers Credit Union  
Noel Hansel, Treasurer  
Illmo, Missouri

Northeast Missouri Credit Union  
Paul O. Selby, Treasurer  
Teachers College  
Kirksville, Missouri

Northwest Mo. Teachers C. U.  
Leslie G. Somerville, Treasurer  
Maryville, Missouri

Southwest Teachers Credit Union  
Mabel Moberly, Treasurer  
State Teachers College  
Springfield, Missouri

Springfield Teachers Credit Union  
O. O. Lahman, Treasurer  
315 E. Central  
Springfield, Missouri

University Credit Union  
R. E. Lucas, Treasurer  
Columbia, Missouri

Washington County Teachers C. U.  
Fred L. Cole, Treasurer  
Potosi, Missouri

Webster Groves High School C. U.  
V. J. Leonard, Treasurer  
High School Building  
Webster Groves, Missouri

## SUGGESTED BOOKS FOR UNIT STUDIES

**SUPPLEMENTARY** books from *Reading Circle* list adapted to suggested units from the *State Course of Study*. This information has been prepared by a competent, experienced rural teacher under the supervision of the Missouri State Teachers Association with the belief that it would assist teachers in the selection of material for certain units for the first quarter's work.

Order books direct from the Missouri State Teachers Association. The numbers and prices are taken from the Pupils' Reading Circle catalogue.

### SOCIAL STUDIES

#### Grade Six

#### Unit I—The World Across the Seas as Man's Environment.

464	Huntington: Asia, A Geographical Reader	....\$1.34
459	Gregory: Africa, A Geographical Reader	..... 1.34
315	Allen: Geographical and Industrial Studies, Africa, Australia, Islands of the Sea, each	.... 1.01
761	Turngren: Flaxen Braids	..... 1.35
460	Hardingham: Boys and Girls of British World	.... .80
471	Mohr, Washburne, Beatty: Palestine and Syria	.... .58
317	Bunker: Lands and People (China and Japan)	.... .90
321	Frank: Travels in Many Lands (China)	..... .87
327	Peattie: Rambles in Europe	..... .72
330	Williams: Robin and Jean in England, France, Italy, each	..... .72
764	Meadcroft: Gift of the River (Story of the Nile and Egypt)	..... 1.80
776	Pyle: King Arthur and His Knights	..... 2.70
779	Brandeis: Little Erik of Sweden	..... .65
787	Mezger: Monica Goes to Madagascar	..... 1.80
795	Peizel: Nanka of Old Bohemia	..... 1.80
791	Davis: Papinna, A Little Italian Girl	..... .61

805	Snedeker: Theras and His Town (Story of Athens and Sparta)	..... 1.62
715	Spyri: Jorli (Story of a Swiss Boy)	..... .56
730	Carpenter: Our Little Friends of China	..... .72
727	Brandeis: Mitzi and Fritz in Germany	..... .61
329	Taylor: Australia, A Geographical Reader	.... 1.34
461	Harris and Harris: It Happened in South Africa	.... .90
465	Kent: He Went With Vasco Da Gama	..... 1.80
472	Reynolds: Prince Henry Navigator	..... .47
870	Douglas and Others: Three Boy Scouts in Africa	1.42
Unit II—How Communication Binds Us Together Thereby Increasing Interdependence.		
814	Marsh: Wings and Runners (Airplane adventures of a 12 year old)	..... 1.57
472	Reynolds: Selections from Our Changing World Series, each	..... .47
	Wires Around the World	
	Haste, Post, Haste	
	Airplanes Serve the World	
	Wings Away	
	Wheels of Empire	
752	Martin: Boy Scout on the Oregon Trail	..... 1.42
816	Taylor: With Fife and Drum (Old Santa Fe and covered wagon days)	..... 1.35
443	Meigs: The Wonderful Locomotive	..... 1.80
474	Skinner: Andy Breaks Trail (Courage in the great West)	..... 1.80
837	Hutchinson: Flying the States (Hutchinson family's experiences in the air)	..... 1.80
312	Webster: The World's Messengers	..... .98
44	Hill: The New Wonder Book of Knowledge (Non-technical account of some everyday wonders of the modern industrial age)	..... 2.25
448	Romer and Romer: Sky Travel	..... 1.35
468	Lambert: Talking Wires	..... 1.80
860	Griggs: Pony Express Goes Through	..... 1.95
798	Hall: Skyways	..... 1.19
784	Hall: The Mail Comes Through	..... 1.19
806	Hall: Through by Rail	..... 1.19
763	Thomas: George Washington Lincoln (Little boy on round the world steamer)	..... .90

## WEBSTER WORKBOOKS

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	List Price
Seatwork Activities—Pre-Primer Workbook	.....20c
Pre-Primer Seatwork	.....20c
Primer Seatwork	.....20c
First Reader Seatwork	.....24c
My Seatwork Book No. 1, first grade; No. 2, second grade, each	.....24c
Second Grade Reading Seatwork	.....24c
Eye and Ear Fun, Phonetic workbooks for first, second, and third grades, each	.....24c
Reading and Social Studies Workbook, third grade	.....24c

##### ENGLISH

	List Price
Webster Language, Books I and II for grades one and two, each	.....24c
Language Helps for Written English, second and third grades, each	.....20c
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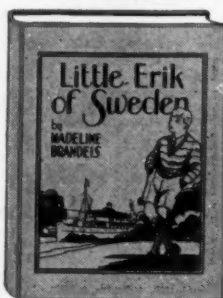
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295 Hardy: Nature's Wonder Lore	.72
61 Turner: Our Common Friends and Foes	.54
60 Stokes: Ten Common Trees	.54
319 Dorrance: The Story of the Forest	.69
326 Pack and Gill: Forest Facts for Schools	.90

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## Grade Six

Unit I—Life in Modern Japan	
317 Bunker: Lands and People, China and Japan	.90
322 Franck: Travels in Many Lands, the Japanese Empire	.87
340 Huntington: Asia, A Geographical Reader	1.34
216 Mulets: Little People of Japan	.61
229 Sugimoto and Austen: With Taro and Hans in Japan	2.25
285 Yule: In Kimono Land	1.12

## Unit II—Communication

See Social Studies, Unit II, Sixth Grade.

## Unit III—Transportation for Goods and People.

289 Bingham: From Trail to Railway Through the Appalachians	.80
249 Daglish: American Travels	1.80
753 Carr: Children of the Covered Wagon	1.80
763 Thomas: George Washington Lincoln (Little boy on round the world steamer)	.90
318 Darrow: Thinkers and Doers	1.08
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For other references see Social Studies, Unit II, Sixth Grade.	

## SCIENCE

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Unit I—Distribution of Plants	
339 Fabre: The Story Book of Science	2.25
348 Slusser, etc.: Stories of Luther Burbank and His Plant School	.79
513 Ridgley: Rainfall of the Earth	.18
512 Ridgley: Circulation of the Atmosphere	.14

## LANGUAGE ARTS

## Grade Six

Suggested material which may be used in units based on reading experiences.

469 Lisle: Diamond Rock (Story of Pluck and adventure in "Penn's Woods")	1.57
746 Brink: Best Short Stories for Children (First collection)	.92
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777 Ruskin: King of the Golden River (Fairy tale)	.53
782 Large: Little Stories of Well Known Americans	1.34
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815 Colmont: Winter Nightingale (Girl with dark curls and golden voice)	1.80

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Suggested material which may be used in units based on reading experiences.

822 Halt, Wheeler: Boy With U. S. Aviators	1.12
823 Wallace: Boy's Ben Hur	1.82
824 Keith: Boy's Life of Will Rogers	1.80
835 Martin: Emmy Lou (A bewitchingly innocent, simple little maid)	.75
836 Stafford: Five Proud Riders (Six saddle ponies, a fortune teller and adventures in England)	1.80
349 Bishop: Roosevelt's Letters to His Children	.90
352 Danford: Ohio Valley Pioneers	.98
353 Gilman: Alaska, the American Northland	1.26
355 Humphrey: Women in American History	1.57
359 Starbuck: Living Through Biography Series—Real Persons	.89
360 Starbuck: Living Through Biography Series—Actions Speak	.89
361 Starbuck: Living Through Biography Series—The High Trail	.89
364 Walkins, Raymond: Best Dog Stories	.92
510 Meader: Longshanks (Story of Lincoln's trip down the Mississippi)	1.80
511 Meader: Who Rides in the Dark	1.80

## NEWS ITEMS

Health is the prime requisite for future success and happiness for any child. The State Department of Education is actively sponsoring a cooperative plan whereby the schools of a county working together can obtain the services of a full-time public health nurse. Several counties have already secured nurses under this arrangement; others are actively working on the project. Since county courts are often unable or unwilling to furnish the finances necessary, such a plan makes it possible for the schools of any county to obtain the benefits to be derived from a real county health program.

The following counties had a full time health service program last year: Howard, Atchison, Cole, Pulaski, Lawrence, Randolph, Wright, Ray, Polk, Lewis, Morgan, Boone, St. Francois, Buchanan, Greene, Jackson, Marion, Miller, St. Louis and Cass.

The following counties have added health service to their program since July 1, 1938: Cooper, Carroll, Clay, Webster, Pettis, McDonald, Dade, Iron and Washington.

The Southeast Missouri Schoolmaster's Club will be the guest of Mr. Fred Lewallen and the Chaffee Schools on Monday evening, September the nineteenth. The program will include a panel discussion on the accomplishments and weaknesses of the 1931 School Law led by Dean Vest C. Myers.

This club comprises eight counties of Southeastern Missouri. It is unique in that it has no officers and there are no dues. There is a steering committee of five representing the various phases of school administration who select the time and place of the meetings and arrange the programs in conjunction with the hosts. The committee this year: Superintendent Dean Fitzgerald, Chairman, Cardwell, Missouri; Dr. S. A. Krusé, State Teachers College, Cape Girardeau, Missouri; Mr. Lee Bowman, President of Board of Education, Sikeston, Mo.; Mr. Harold Jones, County Superintendent, Caruthersville, Missouri; and Mr. Therman Hill, High School Principal, Dexter, Missouri.

The American Vocational Association will hold its annual convention in St. Louis November 31 to December 3. Delegates from most of the states in the Union are expected to be present. The Association includes vocational groups such as vocational agriculture, trade and industrial education, vocational home economics, vocational guidance and vocational rehabilitation.

Mr. F. J. Jeffrev, Assistant Superintendent of Instruction in St. Louis, is Chairman of the Convention Executive Committee. Mr. E. F. Daniels, Supervisor of the Division of Trades and Industries in the State Department of Education, is Chairman of the Industrial Education Committee.

### SPEECH PROFICIENCY AWARDS

In the year 1937-38 One Hundred Thirty-three elementary and Two Hundred Sixty-one secondary State Speech Proficiency Certificates were awarded by the State Department of Public Schools. Twenty-nine counties were represented in the awards. Counties leading in the number of certificates awarded were: Clay, Marion, Douglas, Chariton and Dent.

The purpose of such awards is to stimulate a larger number of children to greater speech activity that they may obtain the resulting benefits of self-assurance, enriched personality and speaking ability. The plan includes non-competitive as well as competitive speaking as it is only too often true that competitive speaking limits the number who participate and are given recognition in speech situations.

Statistics compiled by the Speech Division of the State Department of Education show an increase of 47% in the number of teachers enrolled in speech courses during the summer session of 1938 over that of 1937. The statistics include those of the Teachers Colleges and the Missouri University. In some cases the percentage of increase was much greater. At Southeast Missouri State Teachers College at Cape Girardeau, 208 teachers were enrolled in speech courses as compared to 105 in 1937.

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Missouri has 928 classified high schools. Of this number, 741 are first-class high schools; 42, second-class; and 145, third-class. In addition there are 34 unclassified high schools.

Eighty-one private high schools have been given the following rating by the University of Missouri: 67, fully accredited; 5, certifying privilege; and 9, approved for less than 15 units.

Of the 62 Negro high schools, 19 are first-class; 6, second-class; 20, third-class; and 17, unclassified.

The establishment of twenty-three centers to aid children with defective speech during the 1938-39 school year was announced this week by State Superintendent of Schools Lloyd W. King. More than 3,000 children with defective speech were given remedial recommendation last year. The centers for the coming year will be in Sedalia, Hannibal, Independence, Kennett, Harrisonville, Fayette, Plattsburg, Boonville, Brookfield, Webb City, Rock Port, Sikeston, Moberly, Springfield Training School, Marshall, Carrollton, Versailles, Farmington, Salisbury, Monett, Laclede County, Moniteau County and Douglas County.

Vocational agriculture has not reached the saturation point in Missouri high schools as is evidenced by the addition of a vocational agriculture department to the following high schools for the first time: Cuba, Fairfax, Fulton, Galt, Hardin, Holden, Holland, Humansville, Lilbourn, Mt. Moriah, Mindenmines, Mountain View, Nevada, Rogersville, Sarcoxie, Warrenton and Wright City. This brings the total number of schools in Missouri offering vocational agriculture to 183.

The issuance of \$8500 school bonds has been authorized in Leonard district by special election, the bonds to be used as a portion of local cost in erecting under a WPA project a \$25,000 high school building.

A number of schools have added the diversified occupations program this year. The schools that have added this program and the coordinators elected are: Poplar Bluff, J. C. Berryman; University City, F. L. Chambers; Carrollton, C. F. Haynie; Ritenour, J. A. Hillman; North Kansas City, Fred McGlothlin; Mexico, David Nicholson; Ruhl-Hartman, George B. Trial; and Normandy, J. F. Krablin.

Dr. Ralph C. Bedell of the Warrensburg State Teachers College faculty has accepted a position as Associate Professor of Psychology and Personnel in the University of Nebraska.

L. W. VanLaningham has accepted the principalship of an elementary school in Jefferson City. Mr. Van Laningham was principal of the Willard elementary school in Kirksville last year.

F. L. Chambers, formerly coordinator for the Lebanon High Schools, will assume similar duties in the University City school system this year. He is succeeded at Lebanon by J. V. Fugate who was superintendent of schools at Middletown last year.

The Crystal City board of education announces that bids are to be let for the construction of a new school. E. A. Sparling is beginning his seventh year as superintendent of the Crystal City schools.

Glass blackboards have been installed in the elementary and Douglas schools of Festus. Other improvements have been made in the school plant during vacation.

Many schools of the State are experiencing real difficulties in the handling of termites. Superintendent L. E. Zeigler of Boonville has spent much time in successfully coping with the problem. Other school systems might well profit from his experience.

Everett G. Creek, a principal from St. Joseph will be principal of the E. C. Meservey elementary school in Kansas City.

C. E. Miller has resigned as superintendent of the Steele schools to accept a teaching position in Cape Girardeau. William Carter will succeed Mr. Miller as superintendent.

Ozark's new superintendent is C. W. McConnell, formerly principal of the high school.

Dean Fitzgerald, formerly superintendent of the Cardwell schools, will teach in the Tulsa, Oklahoma schools this year.

U. L. Riley of Cameron, a supervisor of high schools in the office of the State Superintendent of Schools, goes to the Clay School in Kansas City.

Wayne T. Snyder, formerly principal of the Fairview elementary school in Jefferson City, is to be the new principal of the Jefferson elementary school in Kansas City.

Finis Frazier has been elected superintendent of the Cameron schools. Mr. Frazier comes from Robinson, Kansas, where he was principal of the high school last year.

John W. Edie has been appointed principal of the Gratiot School in St. Louis. Mr. Edie is Chairman of the Executive Committee of the Missouri State Teachers Association and resigned as superintendent of the DeKalb County schools to accept the St. Louis post.

M. L. Coleman, superintendent of the Monett schools the past eight years, has been appointed superintendent of schools in Scotts Bluff, Nebraska. Howard D. McEachen of Neligh, Nebraska, has been named to succeed Mr. Coleman at Monett.

The Ava schools will begin the school year with a new superintendent, C. W. Parker, formerly of Ozark having been employed to take the position formerly occupied by Ray Hailey.

Ray Hailey, formerly superintendent of schools at Ava, Missouri, goes to Kansas City where he will begin his work as principal of the Benjamin Harrison elementary school.

Professor C. E. Bradley, who for eighteen years has been connected with the teaching staff of the School of Mines as Professor of Hydraulic Engineering, has resigned to take up similar duties in the A. & M. College at Stillwater, Oklahoma.

A national survey submitted to the last legislature revealed that Missouri ranks twenty-third in ability to support schools, forty-second in efforts to support them, and thirty-second in the adequacy of school support.

A school teacher's charge account is almost as good as money in the bank, says Edgar I. Amthor, credit manager in a Newark, New Jersey department store.

Wesley Deneke, President of the Southeast Missouri Teachers Association, spoke recently to the Ste. Genevieve Community Teachers Association.

Joplin has voted \$50,000 in bonds to help on WPA school projects. The WPA appropriation for labor and materials is approximately \$120,000.

Work is expected to start soon on the new home economics building at the Festus high school.

According to State Superintendent Lloyd W. King there will be seventy-three new high school buildings ready for occupancy this fall.

The Flat River board of education has announced the establishment of a kindergarten in each of the three grade schools this year.

Miss Edna Drennan has been employed as rural school music supervisor for Washington County.

The Manes High School in Wright County is to be discontinued and the students will be transported to Mountain Grove.

Dewey C. Hickman, who was superintendent of schools at Republic last year, has been elected superintendent for the Newburg schools.

The new building at Washington, replacing the one destroyed by fire, will be ready for occupancy soon. A recent new PWA grant has been received for equipment.



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In the new book, soil scientists have attacked the problem of soil misuse from every angle, discussing causes and, insofar as possible, giving remedies. Recent surveys show that if present farming practices continue, serious erosion damage will result to fully 60 percent of the crop land in the United States—a problem of concern to the entire nation.

In a foreword to the book, Henry A. Wallace, Secretary of Agriculture, says, "Nature treats the earth kindly. Man treats her harshly. He overplows the cropland, overgrazes the pastureland and overcuts the timberland. He destroys millions of acres completely. He pours fertility year after year into the cities, which in turn pour what they do not use down the sewers into the rivers and the ocean. . . . This terribly destructive process is excusable in a young nation. It is not excusable in the United States in the year 1938."

The tribute to Doctor Marbut says in part, "Under his guidance, work in soils became a recognized science in the United States. His own researches in soil classification and

geography laid the foundation for our modern concepts of soil. . . . Although he became a citizen of the world, he retained the simple habits of his early life in the Missouri Ozarks. He died at Harbin, Manchuria, while on an expedition to China."

"Soils and Men" is for sale by the Superintendent of Documents, Washington, D. C., at \$1.75 a copy. The 1938 issue of Agricultural Statistics may be obtained from the Superintendent of Documents at 55 cents a copy.

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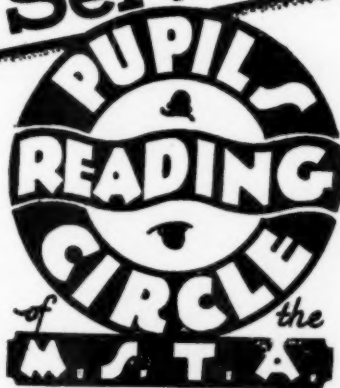
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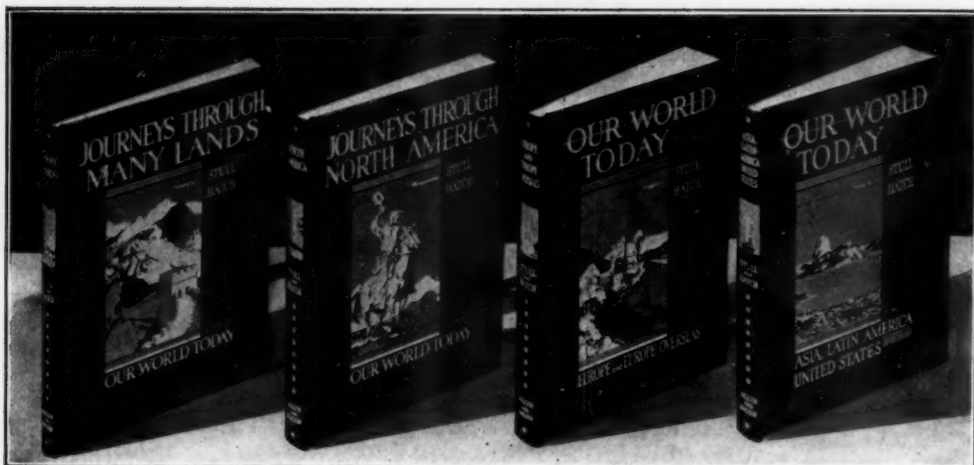


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